

A photograph of four diverse children of various ethnicities and ages gathered around a table, looking intently at an open book. The children are focused and engaged in the activity. The background is a plain, light color.

Mission Possible

Summer Learning for Struggling Readers A How-To Guide for School Districts

PREPARED BY THE GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT

UNDER A GRANT FROM THE ANNIE E. CASEY FOUNDATION

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Acknowledgments

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The Governor's Office of Student Achievement strives to increase student achievement and school completion across Georgia through meaningful, transparent, and objective analysis and communication of statewide data. In addition, GOSA provides policy support to the Governor and, ultimately, to the citizens of Georgia through:

- An education scoreboard that forthrightly indicates the effectiveness of Georgia's education institutions, from Pre-K through college;
- Research initiatives on education programs in Georgia and corresponding findings to inform policy, budget, and legislative efforts;
- Thorough analysis and straightforward communication of education data to stakeholders;
- Audits of academic programs to ensure that education institutions are fiscally responsible with state funds and faithful to performance accountability requirements; and
- Collaborative work with the Alliance of Education Agency Heads (AEAH) to improve education statewide.

For more information on the Governor's Office of Student Achievement, please visit <http://gosa.georgia.gov>.

For questions about the Savannah Reading on Grade Level program or the Annie E. Casey Foundation Summer Learning for Struggling Readers Program contact:

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This communication guide outlines the major steps in the process of replicating the Savannah Reading on Grade Level (ROGL) program. Each section contains corresponding best practices, tools, and tips in a practical, how-to-manner.

Lessons learned from the successful implementation of the Savannah ROGL program and noteworthy quotes from past participating teachers are incorporated throughout the guide. The reading instruction resources and strategies included in this guide were utilized by the Savannah ROGL program and do not reflect the opinions of GOSA. The terms and definitions chart found on page 43 provides a brief description of the reading instruction resources and strategies mentioned throughout the guide.

By following the steps and tips included in this guide, school districts, non-profits, community organizations, and other agencies should be able to develop an effective summer reading program tailored to the needs of the students in a specific school district.



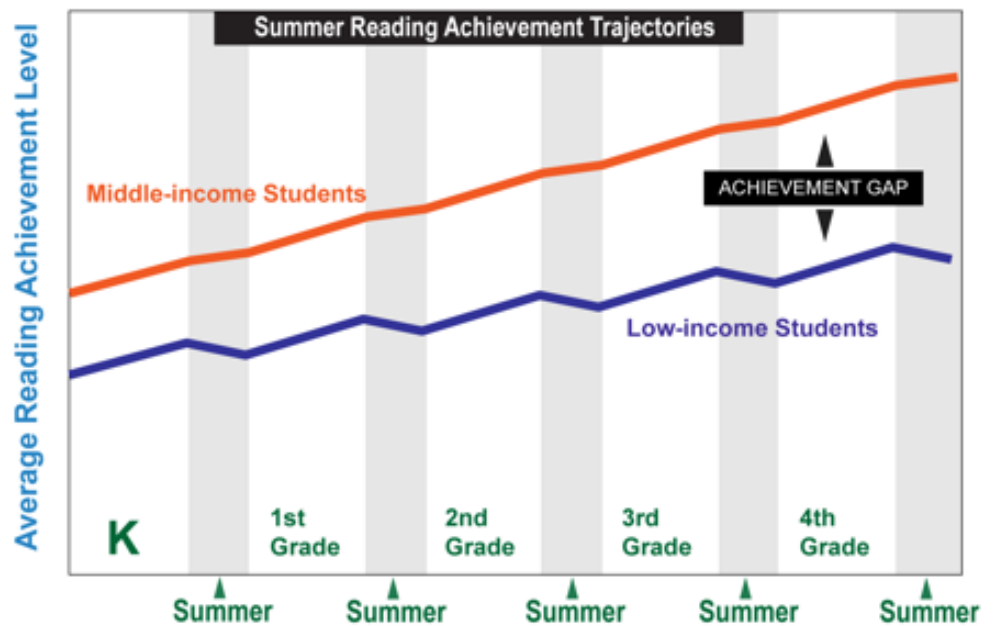
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Providing children with enriching activities during summer vacation can seem like mission impossible to school districts and parents alike. When school doors close for the summer, the activities that await students can have a dramatic impact on their success in the next school year. Children who do not engage in summer learning are often outperformed by their counterparts once they return to the classroom (Kim, 2010). Teachers then face the challenge of moving several students with different reading levels toward reading proficiency, especially children who are severely struggling with basic skills. Children who read over the summer are able to close the achievement gap and perform better during the school year than they would otherwise. Research confirms that reading achievement gaps teachers observe during the school year actually develop and widen during summer vacation (Allington et al., 2010; Kim, 2010; Musen, 2010).

The problem is especially true for students from economically disadvantaged households, who lose an average of two months in reading achievement over the summer (National Summer Learning Association, 2013). As the figure from the National Summer Learning Association illustrates, less advantaged students, who have fewer summer enrichment opportunities, slip further and further behind. The reading achievement levels of economically disadvantaged students decline summer after summer and fail to recover as the students advance from one grade to the next. Eventually the gap formed by summer reading loss transforms into a gulf of missed opportunities and performance outcomes that low income students struggle to achieve.

Children who do not engage in summer learning are often outperformed by their counterparts once they return to the classroom.

Summer Learning Loss Increases the Achievement Gap



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. Monographs of the Society for Research in Child Development, 65 (1, Serial N. 260) as cited in McNally, 2013.

So, what can be done to prevent summer reading loss?

Although several factors influence the development of early reading skills in children, a wide range of evidence indicates that summer reading programs, as a form of early preventative instruction, help mitigate and prevent summer reading loss (Allington et al., 2010; Kim, 2010; McCombs et al., 2011; Musen, 2010). In a 2005 study, Schacter and Jo found that activities involving reading over the summer helped to prevent reading loss and in some cases resulted in reading gains (as cited in Musen, 2010, p. 5). Despite some criticism of the costs of summer school, economically disadvantaged families rely on schools as the primary academic learning environment (USED, 1993 as cited in Smith & Brewer, 2012). School districts and parents can work together to provide summer reading programs for students who are at-risk or already experiencing early reading difficulties.

Most dramatic changes in reading improvement occur in the early years. Gains in reading achievement become smaller and smaller with each additional year of instruction (Francis et al. 1996 in Musen 2010). Evaluators of the Savannah Reading on Grade Level program, for example, found that rising-1st and rising-2nd graders benefited most from the program compared to rising-3rd graders.

The need for districts and parents to address reading failures early is crucial because evidence shows that children who struggle with reading early on are likely to continue to struggle in their later years. Fletcher and Lyon (1998) found that 74 percent of third grade students who were struggling readers were still struggling when they reached the ninth grade (as cited in Musen, 2010, p. 1). Additionally, the National Summer Learning Association found that economically disadvantaged children are nearly three grades behind more advantaged peers in reading by the time they complete the fifth grade.

In other words, there is great potential for children to become successful readers if deficiencies are addressed sooner rather than later. Specifically, reading proficiency by the end of third grade is a strong indicator for future success, including high school graduation, potential earnings, and general productivity (Fiester, 2010). Therefore, helping children reach the third grade reading milestone through summer learning can help place them on course to be today's successful learners and the educated leaders of the future.

The following communication guide was designed to help school districts equip children to read on grade level by the end of third grade by addressing summer reading loss. Specifically, this communication guide outlines the major steps in the process of replicating the Savannah Reading on Grade Level (ROGL) program, an effective summer reading program for rising-Kindergarten to rising-3rd grade students.

Implemented in 2010 through the support of the Annie E. Casey Foundation, the Savannah ROGL program has achieved three years of successful implementation and positive student and teacher outcomes. Most summer programs are viewed as a time to remediate students and review material previously covered during the school year, but the Savannah ROGL program focuses special attention on intensive summer learning for both teachers and students. The program provides intensive professional development to

teachers, who then deliver research-based targeted instruction to struggling readers.

Nearly 30 years of evidence has demonstrated that providing teachers with professional development and coaching can help strengthen their confidence in their ability to affect student outcomes (Cantrell & Hughes, 2008; Hastings, 2012; Torgesen, 2002). With increased self-efficacy, teachers have been shown to change their instructional practices to better fit the needs of the most difficult to reach students and to bring about increases in student achievement (Self-efficacy refers to the confidence a person has in his or her ability to accomplish a task).

Included within this guide are ten major steps for replicating the program, a discussion of program outcomes, and compiled insights from past teacher participants. Each section of the guide contains best practices, tools, and tips presented in a practical, how-to-manner.

Lessons learned from the successful implementation of the Savannah Reading on Grade Level program are incorporated throughout the guide. By following the steps included in this guide, school districts will be able to develop an effective summer reading program tailored to the needs of students struggling in reading.

Nearly 30 years of evidence has demonstrated that providing teachers with professional development and coaching can help strengthen their confidence in their ability to affect student outcomes.



Spotlight: Savannah Reading on Grade Level Program

In 2010, the Annie E. Casey Foundation (AECF) created the Summer Learning for Struggling Readers Program to improve reading achievement for struggling readers and to provide professional development to teachers who would then use the knowledge in a summer learning program in their respective school districts. The project represented a collaborative effort between the AECF Grade Level Reading Campaign, the Georgia Department of Early Care and Learning (DECAL), the United Way of Metropolitan Atlanta, the Rollins Center for Language and Learning, and the participating school districts, schools, and local community partners. The Savannah Reading on Grade Level program is one of two project sites sponsored by the Foundation. (The Atlanta Students Optimally Accelerating and Reaching for the Stars (SOARS) program is the second project site.)

Specifically, the Savannah ROGL program was designed to improve the language and literacy outcomes of children at risk or already experiencing early reading failures by providing professional development to teachers. The ROGL Program defines a summer reading program as a summer school focused on providing additional, scaffolded instruction for struggling readers. Struggling readers are those students who have been identified through formative data assessment and teacher recommendations as not reading on grade level or missing early literacy milestones, such as letter naming or recognizing the “c” in cat makes the [k] sound. Teachers who participate in the program are called “teacher-researchers” and are tasked with studying specific core curricula and assessments, digging into student diagnostic data, and becoming familiar with the instructional scripts and strategies used in the program. In its first year, the ROGL trained 40 teachers from five elementary schools across the Savannah-Chatham County Public School System.

To date, the program has served approximately 465 students and 135 teachers from the Savannah-Chatham school district. The program utilizes a coaching model with returning teachers serving as mentors to newly participating teachers. Teachers who have participated in the program are also professionally diverse. Teaching experience of participating teachers has ranged from novice teachers who only had one year of teaching experience to veteran teachers who had over 30 years of teaching experience at the elementary level. Special education teachers have also participated.

Teacher-researchers deliver small-group instruction for four weeks to rising-Kindergarten through rising-3rd grade students. Children are divided into separate instructional groups based on grade level (rising-K, rising-1st, rising-2nd, and rising 3rd) and current reading ability. It is important to note that participating teachers are assigned to the group of students that they will likely have in their classrooms once the regular school year begins. Students are invited to the program based on the school’s formative assessments and on teacher recommendations.

Instruction spans from 8:30 AM to 12:00 PM for students, including time for lunch. After student dismissal, ROGL facilitators deliver professional development to teachers until 2:00 PM with the expectation that teachers will be able to immediately strengthen their reading instruction for the following day.

“Language shapes behavior.”

-Arienne Weldon

Director of the Georgia Campaign for Grade-Level Reading

There are typically three facilitators who provide teachers with intensive daily training, as well as on-going coaching, to ensure fidelity in instruction. Facilitators have provided professional development on a wide range of topics focused on early literacy, including the following (See terms and definitions chart on page 43 of the guide).

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)©
- Five pillars of reading
- SRI Lexile Scores for Grade Level Performance
- Differentiated Reading Instruction©
- Diagnostic phonemic awareness and decoding surveys
- Specific core reading curricula, including SRA Reading Mastery® , Corrective Reading® and Open Court®, Houghton-Mifflin®, and Harcourt®
- Specific reading intervention curricula, including Wilson® and Orton-Gillingham©

The Savannah ROGL program provides a unique laboratory school model experience that enables teachers to learn and reflect on how to improve their reading instruction. Facilitators are able to observe classroom instruction and immediately offer constructive feedback. For example, if a teacher uses general praise (e.g., “Good job.”) for positive reinforcement, the facilitator may ask the teacher to give specific praise for academic responses and on-task behaviors (e.g., “Great! You read all those words correctly.”). Facilitators also model instruction at various times throughout the day. Additionally, teachers learn from their peers through co-teaching. Each instructional group has two co-teachers that are paired together based on skill and numbers of summers in the program. Usually one veteran teacher, with summer experience, is paired with one novice, or newly participating teacher. This pairing provides daily opportunities for peer-to-peer coaching, mentorship, and professional learning communities.

Three core assumptions shape the work of the ROGL program.

1. If at-risk struggling learners attend a summer program where they receive intensive explicit, systematic small-group instruction using evidence-based practices, then a) summer learning loss will be reduced or prevented, and b) achievement will be improved during the summer and the school year.
2. If teachers are given professional development to deliver intensive evidence-based instruction to at-risk and struggling learners during a summer program, then a) student summer learning loss will be reduced or prevented, and b) achievement will be improved during the summer and school year.
3. Finally, if administrators support research-based instruction for struggling readers, support professional development for teachers, and identify partners and resources needed to support the implementation of the summer program then a) students will receive high quality instruction needed to achieve reading milestones, b) professional learning will increase collaboration among teachers and will stimulate teachers to use their knowledge in summer programs in their respective districts, and c) the district will be able to sustain the program to provide multi-year

summer learning and enrichment opportunities to struggling learners and to teacher-researchers.

Together, these assumptions shape the ROGL program approach to summer learning for struggling readers based on intensive, high quality professional development for teachers and instruction for students.

> Highlight: Savannah Reading on Grade Level Program Results

The Savannah Reading on Grade Level Program has served approximately 465 struggling readers and has demonstrated the importance of summer learning for struggling readers. Each summer, the program has produced positive outcomes for students who have attended at least half of the program compared to students who were invited but did not attend or who did not attend at least half of the program. In the first year of the program, students in rising-K to rising-3rd grade scored higher on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) than children who were invited to the summer program but did not attend. For example, DIBELS nonsense word fluency scores for rising-1st grade students who attended the program increased, while scores for students who did not attend decreased (Terry & Bingham, 2011). In the second year of the program, 64 percent of ROGL children performed at or above benchmark on DIBELS the following school year (Terry & Bingham, 2012).

Teachers who participated in the program provided positive feedback on the benefits of the program, including:

- The targeted curricula (teachers used Wilson Foundations® and Text Talk®);
- The lab school model (staying after instructional time to receive training and plan with coaches for the next day);
- Working collaboratively with other teachers;
- The individualized coaching and immediate feedback during professional development sessions;
- The small group instruction; and
- The various specific instructional strategies taught during the professional development and used in the curricula (e.g., tapping word syllables).




Characteristics of a quality summer learning program

What makes a quality summer learning program? Why should school districts implement a summer reading program based on the ROGL program framework?

As previously mentioned, research indicates that summer learning programs can be effective in improving student achievement. However, there are several elements that need to be in place to have a quality summer learning program. Districts must avoid the pitfall of replicating practices that may be appropriate for the school year but might hinder the quality of learning given the short summer window. Rather, districts can look to the following characteristics of effective summer learning programs that were compiled in a recent RAND Corporation report (McCombs et al., 2011).

Districts must avoid the pitfall of replicating practices that may be appropriate for the school year but might hinder the quality of learning given the short summer window.

- 1. Small class sizes.** The larger the class, the more difficult it is to manage student behavior, encourage engagement, and deliver targeted instruction. Summer learning programs with no more than 20 students per class are effective in contributing to positive student outcomes (McCombs et al., 2011). The ROGL program has a maximum 5:1 student-teacher ratio.
- 2. Differentiated instruction.** The RAND report highlights the difficulty teachers often have in actually implementing differentiated instruction. As during the normal school year, differentiated instruction is easier to implement where there are smaller class sizes. Summer programs can also offer teachers greater support through coaching to implement differentiated instruction. School districts should use research-based assessment and progress monitoring tools to inform individualized instruction.
- 3. High-quality.** Teacher quality is directly related to student achievement (Grant et al., 2001). Summer professional learning can offer teachers the support needed to enhance the reading instruction skills they will need during the regular school year. School districts should provide professional development and coaching to teachers to ensure quality of instruction and fidelity of implementation in the summer program and throughout the school year.
- 4. Aligned Summer and School Year Curriculum.** Aligning the school curriculum with a summer learning program could provide a smoother transition from summer back to school. Districts should avoid replicating instruction given during the regular school term if regular instruction lacks targeted interventions for struggling learners or does not offer a systematic approach for addressing potential early reading failures. Nevertheless, districts can align program curricula with the previous or upcoming school year to reduce the cost of new instructional materials and to pilot materials that could potentially be adopted district-wide.
- 5. Comprehensive and engaging programming.** Funding initiatives outside of the traditional summer learning programs can be challenging, especially for rural districts or those with a disproportionately high number of economically disadvantaged students. School districts should build relationships with community partners and potential contributors to provide students with engaging and enriching learning opportunities beyond remediation. The RAND report notes that such activities help



to support attendance rates, which in turn improve student outcomes observed at the end of the program and during the regular school year (McCombs et al., 2011).

- 6. Encouragement of participation and high attendance rates.** Students who attended at least half of the ROGL program made significantly greater gains in reading than children who were invited but chose not to attend the program. ROGL evaluators also found that once students attended, they made improvements in their reading, but getting students into desks was the biggest obstacle. To encourage participation and high attendance rates, districts should anticipate barriers to attendance and incentivize it. The RAND report identified three key elements summer programs need to foster high student attendance: transportation, full-day programming, and engaging activities along with academic content (McCombs et al., 2011).
- 7. Appropriate duration of the program.** Research does not offer an ideal amount of time students need to engage with summer learning to yield gains. Recommendations range from a minimum of 80 hours to 360 hours (McCombs et al., 2011). School districts that scale this model should consider the most appropriate way to maximize student learning while improving teacher outcomes. Students receive a total of 60 hours of instruction, and teachers received about 30 hours of professional development and coaching during the four-week ROGL summer program.
- 8. Parent involvement.** Parent involvement is associated with: 1) positive student outcomes, 2) buy-in which could encourage high attendance, and 3) greater opportunities for parents to incorporate reading strategies in the home. Parents are more likely to reinforce practices if they are aware of the content and are given tools to do so. Research has shown that activities such as oral language or conversation between parent and child, reading to the child, and self-directed reading have the potential to increase positive reading outcomes (Fiester, 2011; Neuman et al., 1998). Parents and students will be better equipped to include reading as a part of their daily mental diet, consuming and applying language. Finally, involving parents in program and program planning and events will help foster a sense of community that will contribute to a positive learning environment for students during the summer as well as the regular school year.
- 9. Effective evaluation.** It is always helpful to have information on how the program started, where it is now, and how it got there. Evaluation is often a low priority activity, but it can be used to strengthen program quality (McCombs et al., 2011). The RAND report notes that evaluations help to clarify program objectives, levers of change, and needed supports.

As the ROGL program components figure illustrates, the ROGL program embodies the components of effective summer learning programs in the RAND report (McCombs et al., 2011). Teachers receive the support they need to deliver effective instruction for the most difficult students during the school year. More importantly, students are able to excel within a positive learning environment that motivates them to achieve reachable goals, eases the transition from summer to school, and encourages family learning to ensure continued student support and emphasis on reading.



The role of the school district in summer learning

Developing a high quality summer learning program in addition to providing quality instruction during the regular school year can be challenging. However, moving struggling readers toward grade level achievement is possible through summer learning, and the concept of quality in a summer learning program is not so different from quality during the normal school year. Thus, the school district plays a major role in the selection of highly motivated teachers and staff for the program. The school district should also seek to fund the program through district resources or with the help of community-based partners. Finally, school districts should strive to embed research-based practices and professional development into the program.

The Savannah Reading on Grade Level program offers school districts the opportunity to learn about the various supports and expertise needed to address summer reading loss among the district's youngest students. Replicating the Savannah ROGL program means districts must be dedicated to embedded professional development, data-driven decision making, cultivating a positive learning environment, and thinking creatively about funding. Overall, the role of the district is to support the components and activities that have made the Savannah ROGL program effective for teachers, students, and their families.

School districts can set up an effective summer reading program by following the ten steps developed based on the Savannah ROGL program that are outlined in detail in the next section of the guide. Steps 1 through 4 focus on program development and pre-planning, Steps 5 and 6 focus on the creation of program materials, resources, and documentation, and Steps 7 through 9 offer guidance on connecting to the larger summer learning program network: community, parents, and teachers. Finally, Step 10 offers insight into evaluating the district's program. Several sample documents and resources are provided in the appendix section.

The role of the district is to support the components and activities that have made the ROGL program effective for teachers, students, and their families.

Step 1: Recruit and select program staff.

- Program Director
- Program Administrator
- Facilitators (professional development coaches with deep experience in literacy instruction)
- Teacher-Researchers (teachers who have been identified as effective instructors)
- Administrative/Support staff
- Parent Liaison (Link between program team and parents)

Step 2: Establish target population, select teachers, and involve parents early.

- Identify target schools.
- Determine achievement level(s) to serve. Use formative assessment data and teacher recommendations to identify struggling readers.
- Choose teachers to participate.
- Involve parents to get students "in the door."

Step 3: Create an action plan for instruction.

- Choose an approach to core reading instruction.
- Choose interventions and assessments.
- Determine the program duration (Recommended length is four to eight weeks).
- Determine site location and program hours.
- Identify likely barriers to attendance and retention.
- Set realistic and rigorous program and achievement milestones.
- Appoint responsible persons to each major program activity.

Step 4: Establish policies, procedures, and responsibilities.

- Decide which stakeholders need to approve program components (e.g., materials, activities, implementation plan).
- Establish daily schedules and routines.

Step 5: Create program documents and resources.

- Create forms needed to record summer learning implementation and important information (e.g., parent-student commitment pledges, sign-in sheets, and photo release forms).
- Establish a library of materials and resources to assist teacher-researchers.
- Establish literacy centers to expose children to various forms of print.

Step 6: Schedule activities to support participating teachers.

- Take inventory of needed materials and supplies.
- Plan professional development activities.

Step 7: Develop a communication strategy.

- Determine best modes of communication with stakeholders, program team members, and parents.

Step 8: Involve parents to get students “in the door.”

- Communicate with parents early and often.
- Identify parent leaders and identify parent leaders and foster family and social networks.

Step 9: Train participating teachers.

- Establish shared goal toward reading proficiency and quality instruction.
- Conduct orientation.

Step 10: Implement and evaluate the program.

- Collect student, teacher, and parent outcome data.
- Collect testimonials, success stories, and feedback.

Step 1: Recruit and select program staff.

The right balance of instructors and support staff will help school districts create a program that is beneficial for teachers and students and a worthy investment for community partners. A brief job summary, core responsibilities, and recommended job qualifications are given for each role. School districts can use each job description to clarify the expectations of individuals needed to establish an effective summer learning program for struggling readers. (See Appendix A for a summary of program team roles.)

The summer learning program staff should include the following roles.

- Program Director
- Program Administrator
- Facilitators (based on number of grade levels served)
- Teacher-researchers (based on target number of student participants)
- Parent liaison
- Administrative/Support staff (based on program needs)

Program Director

What does the program director do?

The program director is responsible for the successful implementation and evaluation of the program. The director holds the larger vision of the program and communicates a shared goal toward reading on grade level. She or he should have a firm understanding of early literacy and research-based practices, assessments and interventions.

The director is charged with the curricular focus and implementation of the program. Specifically, the director guides the instructional components of the program, which include the core reading program, reading interventions, assessments, and professional development workshops. She or he should choose instructional materials that are:

- Research-based and proven to be effective in increasing student achievement,
- Intensive and targeted toward early literacy skills, such as fluency and word recognition,
- Able to be implemented within four to eight weeks,
- Accessible given district resources, and
- Aligned with core curricula and the expertise of facilitators.

Core responsibilities of the program director:

- Develop program materials.
- Develop program policies, procedures, and rules.
- Educate and train program staff, if appropriate.
- Work with the program administrator and parent liaison to schedule parent engagement events.
- Work with the program administrator to recruit teachers and office support staff.

Step 1: Recruit and select program staff.

Who should serve as the program director?

The program director should possess the following qualities.

- Knowledge of early literacy teaching strategies and best practices of instruction driven by formative assessment data
- Commitment to the long-term goal of increasing the percentage of students reading on grade level by the end of third grade
- Ability to motivate others toward a shared goal/vision
- Ability to communicate with parents
- Excellent time management skills and the ability to meet deadlines
- Excellent oral and written communication skills

Once the program director has been selected, she or he should engage in discussions with district-level leaders and principals of schools that will potentially participate in order to determine the best core reading program, interventions, assessments, and professional development for the summer.

The director should also involve facilitators in the instructional planning for the program. Together, they should establish the overall achievement targets for the summer and ensure fidelity of instruction. Since facilitators come in direct contact with teacher-researchers on a daily basis, communication between the director and facilitators is critical for ensuring instructional fidelity and positive outcomes for students. The program director may also serve as a facilitator in the program.

Program Administrator

What does the program administrator do?

The program administrator is responsible for the structural components and daily logistics of the summer reading program. Structural program components include: site location, transportation, attendance and other reporting, food services, and purchasing. The administrator should consider the district's resources during the planning period, including the location and duration of other programs offered by district schools. For example, the ROGL program was offered in an elementary school that would already be open due to traditional summer school. School buses, food service, and custodial services were pooled together to accommodate multiple summer programs operated in the same school. Pooling resources together will help districts shift funds rather than having to generate new funding streams for the summer reading program.

According to the RAND report, there are four main components that contribute to a program's cost: enrollment, quantity, quality, and prices of program resources and services (McCombs et al., 2011).

1. **Enrollment:** Defined as the number of children in each grade who attend the program. A more detailed discussion on student recruitment and retention is provided in Step 2.
2. **Quantity:** Refers to the duration of the program: the number of weeks,

Step 1: Recruit and select program staff.

days, and hours per day that the program will operate. Districts could potentially reduce the fixed costs (e.g., maintenance) of operating the program by increasing the duration of the program. The hourly cost per student will decrease since the costs are spread over a greater number of hours. Districts will need to weigh the potential reduction in hourly cost per student with a potential increase in support staff costs. Districts may be able to use cost savings from pooled resources to decrease the total fixed costs of each program site in the district.

- 3. Quality:** Refers to the effectiveness of the structural components of the program as measured by student-to-teacher ratios, teacher effectiveness of participating teachers during the regular school year as demonstrated by evaluation instruments, professional training of participating teachers, and the quality of the physical program site and classroom settings. It also involves classroom management techniques, use of instructional time, and teacher-child interactions, all of which can affect program costs.
- 4. Prices of program resources and services:** Includes the costs of student transportation, food service, and curricula resources. Despite the costs of instructional resources, districts should avoid curricula that do not provide systematic, targeted interventions and materials for struggling students. Torgesen (2002) stresses that struggling readers require more explicit, intensive, and supportive instruction. As previously discussed, the program director and administrator should work to share the resources and infrastructure of other programs to limit the need for new costs. (See Appendix A for information on potential external funding sources.)

The administrator should coordinate bus transportation to ensure that buses arrive as scheduled each morning so that instruction begins on time. He or she should create the teacher bus duty schedule to oversee the safe arrival and dismissal of participating students. The administrator creates and maintains a record of attendance for staff (e.g., time card and payroll records) and students (e.g., teacher attendance logs).

Core responsibilities of the program administrator.

- Work with program director to order, organize and distribute materials during pre-planning. Time should be set aside before pre-planning to organize and prepare for distribution to teacher-researchers on the first day of orientation.
- Create attendance sheets for daily attendance of staff and students.
- Secure administrative staff to handle registration of students, phone calls, printing, breakfast and lunch counts, and other similar duties.
- Set the tone for the Summer Learning Program. A positive learning environment can increase the successfulness of the program. Research on effective schools relevant to reading achievement identifies high expectations, a safe, orderly, and positive environment, and positive home-school relationships as attributes of effective schools (Hoffman, 1991 as cited in Taylor et al., 1999, p. 2-3). One illustration of creating a positive learning environment is that of the ROGL program administrator who used the school intercom to provide a welcome at the beginning and a farewell at the end of each day.
- Plan and execute staff meetings to reinforce daily procedures and

Step 1: Recruit and select program staff.

- expectations.
- Work with parent liaison to ensure success of weekly parent engagement events.
- Oversee implementation of logistics by program staff (e.g., payroll, bus duty schedule and bus tags for students, meal schedule, and classroom assignments).
- Engage district and community in showcasing the summer learning program.

Who should serve as the program administrator?

Ideally, the program administrator will be an administrator within the district who is familiar with the policies and procedures in place. She or he should be familiar with the building that houses the summer reading program and know whom to contact within the district if any issues arise. Finally, the administrator should be comfortable communicating with stakeholders and the media.

The program administrator should possess the following qualities.

- Ability to motivate others toward a shared goal/vision
- Excellent management skills and the ability to meet deadlines
- Excellent organizational skills and a strong ability to communicate with positive feedback
- Ability to set high expectations and ensure accountability system is in place
- Ability to help others prioritize and to create a positive work environment
- Knowledge of early literacy teaching strategies and best practices in instruction driven by formative assessment data
- Shares state's long-term goal of reading on grade level

Facilitator

What does a facilitator do?

Ideally, there should be one facilitator to serve teachers at each grade level (rising-Kindergarten to rising-3rd grade). Facilitators are responsible for the professional development provided daily to all participating teachers. They offer immediate corrective feedback and active engagement strategies (e.g., choral response, turn and tell your partner, hand signals, finger tracking, touch it, say it, spell it) to teachers each day. To offer intensive professional development focused on early literacy, a facilitator should be knowledgeable about formative and diagnostic reading assessments. Strong data interpretation skills are also necessary to identify student needs and potential gaps in teacher instruction.

Core responsibilities of the facilitator:

Instructional Planning

- Support the program director in implementation of the reading interventions, assessments and professional development workshop planning.

Step 1: Recruit and select program staff.

- Support the program director in educating and training staff.
- Support the program director in implementation of policies, procedures and rules.
- Provide regular updates to the program director on teacher and student growth.
- Work collaboratively with the program director to plan, order, and organize instructional materials for teachers.
- Plan and prepare daily professional learning sessions based on the instructional needs of the participating teachers. (See Appendix B for sample professional learning calendars.)
- Work collaboratively with teachers to create classroom daily schedules and lesson plans based on student needs. Advise teachers to post schedules outside their classrooms to support ease in classroom observations by program director.
- Work collaboratively with teachers to maintain neat, accurate data folders that can be shared with the child's teacher during the regular school year.

Professional Development and Coaching

- Provide daily two-hour professional development learning and modeling session, with modeling to teachers. Include feedback to teachers based on classroom observations and best practices.
- Provide daily walk-throughs and model best practices for instruction. Be sure to utilize fidelity checklists during classroom observation to provide clear, constructive feedback.

Who should serve as a facilitator?

Ideally, a facilitator should possess extensive knowledge on collaborating with teachers to establish growth goals for students and developing action plans for student achievement and teacher professional growth. She or he should have prior experience in providing intensive professional learning sessions focused on early literacy instruction. A strong background in one-on-one coaching of teachers with different teaching strengths is also desirable. (Appendix B offers guidance on giving and receiving feedback, which will be useful during professional development sessions, conferencing, and modeling.) The ultimate goal of the facilitator is to equip and support teachers to become highly effective reading practitioners by the conclusion of the summer learning program.

A program facilitator should possess the following qualities.

- Expert knowledge on early literacy instruction, best practices, and diagnostic assessments
- Strong organizational skills
- Ability to communicate clearly and professionally
- Ability to motivate others toward a shared goal, including the ability to tailor coaching based on teachers' needs
- Knowledge of culturally relevant pedagogy, including prior experience with English as a second language learners and children with disabilities

Teacher-Researcher

What does a teacher-researcher do?

The teacher-researcher is responsible for organizing, planning and executing the daily classroom schedule. Teacher-researchers provide explicit, systematic instruction to students and are also expected to provide students with immediate corrective feedback each day.

Core responsibilities of participating teachers.

Pre-planning

- Work collaboratively with program leaders, facilitators, parent liaison, and support staff to ensure that the summer program is successful.
- Set-up classroom to recommended specifications. (See Appendix B for classroom set-up specifications.)
- Assist facilitators in administering and scoring diagnostic assessments to drive instruction and grouping within the classroom.
- Create daily classroom schedules and lesson plans based on student needs. (See Appendix A for sample schedule and sample lesson plan.)
- Plan to attend all program orientation, daily program, and parent engagement activities.

Delivery of Instruction

- Actively participate in daily, two-hour professional learning sessions.
- Provide consistent, systematic and explicit instruction daily with read aloud materials that are interesting and engaging for the purpose of increasing vocabulary knowledge and comprehension skills of students.
- Work collaboratively with assigned partner or co-teacher.
- Provide daily small-group differentiated reading instruction targeting the needs of assigned students incorporating correct pacing and immediate corrective feedback. Provide teacher modeling daily with high expectations for student imitation.
- Actively engage parents through phone calls, take-home assignments, books, and parent resources.
- Set daily learning targets for students.
- Maintain neat, accurate data folders that can be shared with each child's teacher for the upcoming year.

Who should serve as a teacher-researcher?

The teacher-researcher is responsible for teaching all components of the chosen reading programs utilized during the summer program. Participating teachers should be selected upon the recommendation of his or her building principal. Teachers who are able to learn quickly, work well with others, and provide effective instruction to struggling readers will be successful in the program. Additionally, teachers chosen to participate will need to analyze and interpret data, quickly learn to implement new programs and activities and be poised to accept corrective feedback from facilitators and teacher colleagues. Confidence in modeling instruction and redelivering professional learning to others is also desirable. General and special education teachers can participate in the program.

Step 1: Recruit and select program staff.

A participating teacher-researcher should possess the following qualities.

- Experience providing systematic, explicit instruction to struggling readers
- Ability to motivate students to become actively engaged in their learning
- Experience teaching elementary students, particularly kindergarten through 3rd grade
- Effective teaching skills, as demonstrated by high student achievement data, principal recommendation, or teacher evaluation instruments (Terry & Bingham, 2012)
- Ability to establish and maintain effective working relationships with others

Administrative/Support Staff

What does the administrative/support staff do?

The administrative staff provides assistance and support to the program director, program administrator, and the facilitators to assure the effective and efficient operation of the program. Administrative team members assist the program administrator with the maintenance of records, resource purchasing, scheduling, classroom assignments, and other organizational functions. The administrative team is essential to provide students the best possible support and care during the summer. Therefore, in addition to office management skills, staff members should have a combination of some instructional experience and knowledge of first aid.

Core responsibilities of the administrative/support staff:

Pre-planning

- Assist the program administrator in program operation and office management.
- Purchase and organize instructional resources for the summer. Be sure to create an inventory of the instructional resources. Record the source of the supply to assure district and school materials are returned at the completion of the program.
- Create and maintain attendance sheets for daily attendance of staff and students.

Program Operation

- Maintain a positive attitude and expectations that contribute to a positive learning environment and summer program experience for students, teachers, and parents.
- Provide efficient office management (e.g., answering phones, filing, mailings, and computer entry).
- Prepare payroll as necessary.
- Take responsible for daily check-in and check-out of students.
- Take responsibility for bus transportation duties (e.g., bus tags for students and bus scheduling).
- Communicate with parents/guardians regarding attendance issues (verbally and in writing).
- Assume responsibility for food service duties (e.g., prepare breakfast and

Step 1: Recruit and select program staff.

- lunch schedule by grade level).
- Assign rooms for each grade level teacher and training rooms for daily professional development. Each facilitator will need one training room to set up as a model classroom for daily professional learning sessions.
- Assist with the preparation of the parent newsletter and prepare any printed materials for mailing.
- Create assessment folders for each child. Distribute these to teachers during pre-planning. (See Appendix B for a suggested order of folder contents.)

Who should as serve the administrative staff?

An administrative staff person should possess the following qualities.

- Clerical/office management skills
- Strong problem solving and computer application skills
- Ability to communicate with parents and meet school community effectively
- Ability to establish and maintain effective working relationships with others
- Ability to interpret and apply program policies and procedures
- Appropriate knowledge of first-aid techniques

Parent Liaison

What does the parent liaison do?

The primary responsibility of the parent liaison is to organize and mobilize parents for the success of students. Specifically, the parent liaison organizes parent engagement events. Districts may choose to establish weekly meetings or periodic events based on parent feedback and district resources. The parent liaison should be able to communicate effectively with parents and should be knowledgeable about the community. The parent liaison should also be responsible for the scope, recruitment, and logistics of all parent engagement initiatives. The program director, administrator, facilitators and teachers support the parent liaison at the weekly meetings by attending, serving food, and participating in the program.

Core responsibilities of the parent liaison.

Pre-planning

- Work collaboratively with the program director/staff to inform parents about the summer program.
- Work collaboratively with the program director and program administrator during pre-planning to determine the goals and scope of parent engagement in the program. Decide how the meetings and events will be shared with the community. Work with the district to publicize the program through local news outlets, in the local paper, and via business partners and non-profits in the area.
- Ensure parents sign program documents and forms, including but not limited to: parent-student contracts, registration forms, emergency contact information, and photo release forms.

Step 1: Recruit and select program staff.

Parent Engagement

- Serve as liaison between parents and program director/staff.
- Organize parent engagement initiatives, including weekly meetings, workshops, and events. Collect information regarding the number of people planning to attend the weekly sessions. (In the ROGL program, sign-up sheets were given to each teacher-researcher, who would then call each parent to encourage attendance.) Utilize attendance sign-in sheets, event agendas or programs, and surveys to document parent attendance and gather feedback.
- Provide incentives for participation in parental engagement initiatives, including door prizes, materials, and refreshments for each parent engagement event.
- Assist program administrative staff with the assembly of the weekly parent newsletter or similar correspondence that goes home with all students. Information should include parent meeting dates, times and locations. She or he should use technology to enhance publicity of events. For example, the liaison may send mobile phone notifications with permission from parents.

Who should serve as a parent liaison?

A parent liaison should possess the following qualities.

- Previous experience working with parents in the community or school
- Ability to motivate parents to become actively engaged in their students' learning
- Ability to communicate with parents and meet the school community effectively
- Ability to meet deadlines and communicate effectively through speaking and writing
- Ability to establish and maintain effective working relationships with others

Mission Possible: How-to Set Up Summer Learning for Struggling Readers

Step 2: Establish target population, select teachers, and involve parents early.

Identify target schools.

Districts should be strategic about the selection of participating schools in order to maximize limited district resources. School-wide assessment data will help program administrators to identify the lowest performing schools in the district that could most benefit from the summer learning program. Each year, the ROGL program has served five to six of the lowest performing schools in the Savannah-Chatham district. School districts should determine how many schools they will be able to serve.

Determine achievement level(s) to serve. Use formative assessment data and teacher recommendations to identify struggling readers from each school.

Next, participating schools should determine the achievement level of students they would like to invite to participate in the summer learning program. A systematic assessment of reading development can be used to identify struggling readers. Formative assessments should include the most critical indicators for reaching developmental milestones for reading proficiency, which include measures of phonological awareness, decoding/word recognition, fluency, vocabulary and comprehension.

Program leaders should work with each participating school to collect student achievement data from January through March, identifying struggling readers based on mid-year data rather than waiting until the end-of-year achievement assessments. ROGL program evaluators found that early identification and recruitment were instrumental to high attendance rates. Notifying parents early in the year and beginning the program planning shortly after the completion of the fall semester will also support high attendance and retention.

Districts should select students based on the following criteria.

1. The student shows signs of deficiencies in skills critical for successful reading and comprehension.
2. The student reads below, or well below, grade level.
3. The student has a parent or guardian able to commit to the student's attendance in the summer.
4. The student does not exhibit significant behavior difficulties (Terry & Bingham, 2012, p. 9).

The target population should not include students who have reached the developmental milestones in reading for their grade levels. Patton-Terry and Bingham (2012) note that the program will be most effective for students if the targeted level of reading difficulty is pre-determined and if only students who fit the target population participate in the program.

After potential participants have been identified, program leaders need to decide how many children they would like to invite in each grade level and remain committed to using data to invite students that will benefit most from the program. Because the ROGL summer learning program focuses on addressing early reading failure, the project leaders target younger students in grades pre-Kindergarten through 2nd (Rising-K to Rising-3rd graders).

Step 2: Establish target population, select teachers, and involve parents early.

Savannah-Chatham district leaders decided to invite more 3rd grade students in the first year to prepare them for the Georgia CRCT. After the first year ROGL program evaluation found that younger students made the most gains in reading achievement, ROGL program leaders revised their strategy and invited more kindergarten and first grade students to the program. It is recommended that school districts plan to invite proportionately more younger students to participate, but program leaders should look to evaluation findings to guide decisions. Finally, districts will need to determine if the program will be voluntary or if it will be mandatory for students at risk of being retained at their current grade level.

Program leaders, with the help of an external evaluator, should collect data at the start of the following school year to assess the beginning-of-year knowledge of students who participated in the program. For program evaluation purposes, program leaders should also gather pre- and post-assessment data for students who were invited but did not attend the program.

Choose teachers to participate.

The second step of implementation also includes selecting the teachers who will participate in the program. It is important to note that the program should not be used as a reward or as a punishment for teachers in the district. Teachers invited to participate in the program should be capable of delivering explicit, systematic, and intensive instruction to students. There is no need to focus heavily on inviting veteran teachers only or on teachers in need of extensive development. Rather, the district should view the summer learning program as an opportunity to scaffold professional development for all teachers to provide better instruction for students at-risk for early reading failure.

ROGL project leaders are committed to valuing teachers for what they already know and working to motivate them to improve their reading instruction and content knowledge through support and coaching. To accomplish this in other districts, program leaders will need to seek buy-in from teachers and select multiple teachers from the same schools to establish a professional community of learning among them. Teachers invited to participate in the program should be assigned to teach the same grade level they serve during the regular school year. It is critical for district leaders and principals to ensure that teachers remain in the same role for the coming year to continue the professional learning growth and momentum gained by teaching the same grade served during the regular school year.

Involve parents early to ensure students “get in the door.”

Parental involvement is extremely important to boosting student motivation and achievement. Research shows that students develop their language skills to a large extent through interactions with their parents. Many students who struggle with reading, and subsequently decline summer after summer, do not have the appropriate frequency or quality of oral language development and reading practice at home. To involve parents of struggling readers, participating schools should make a commitment to communicate with parents early and involve them in the program planning. Early communication

Step 2: Establish target population, select teachers, and involve parents early.

will help ensure registration and attendance of students and their families.

Students achieve more when they are able to receive consistent instruction and practice their reading skills daily. Therefore, districts should use the pre-planning period to develop incentives for parental engagement. ROGL evaluators found that getting students “in the door” was the biggest obstacle to pushing students toward grade level proficiency. Thanks to dedicated parents who supported consistent attendance, students who attended at least 50 percent of the program made substantially greater gains in reading achievement compared to children who were invited but did not participate. Districts may have similar challenges but can work to involve parents and encourage positive outcomes from regular student attendance. Strategies for parent engagement are discussed later in Step 8.



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Step 3: Create an action plan for instruction.

Choose an approach to core reading instruction.

Effective literacy instruction is research-based, views teachers as informed decision makers capable of exercising flexibility, and provides a comprehensive view of literacy that balances whole language and phonics instruction (Spiegel, 1998). Therefore, the approach to core reading instruction should facilitate delivery of effective literacy instruction. Select a research-based reading approach with documented proven results for struggling readers. The core approach should match student needs as indicated by student assessment data.

Lack of available funding may prevent the district from purchasing specific commercial curricula for the summer program. In this case, program leaders and facilitators can work together to develop a curriculum in house or adapt the core reading program used during the regular school year. The ROGL program represents a second option: contracting with a non-profit organization, like the Annie E. Casey Foundation, to hire education specialists or consultants to develop the curriculum for the program.

Program leaders have the flexibility to determine the best alternative for the summer program. Two types of instructional strategies are recommended: one strategy that focuses on explicit and systematic development of foundation skills and another second that focuses on language development, vocabulary and comprehension.

Choose interventions and assessments.

Other targeted intervention strategies, materials, or practices may be chosen to supplement the primary reading instructional approach. This is especially important to differentiate according to the needs of students across grade levels and within grade levels. Most intervention strategies include mastery assessments and progress monitoring assessments. In addition, specific diagnostic reading assessments are needed to gather pre- and post-instruction data to evaluate the impact of the summer reading program on student achievement.

It is recommended that program leaders plan ahead for potential obstacles with assessment administration. It is important to have consistency in administration of assessments among participating schools and classrooms, as well as in the time of year assessments are given (Terry & Bingham, 2012, p. 8). Participating schools should designate an assessment team responsible for giving and scoring the screening assessments. Screening measures with benchmarks should be in place at the beginning of the second semester of the regular school year preceding the summer program. It is recommended that schools have a standard template to enter data gathered from the screener (Terry & Bingham, 2012). Schools may have an existing data system in place, such as AIMSweb, mCLASS, or VPORT, or can create their own template.

Determine the program duration (Recommended length is four to eight weeks).

A minimum of four weeks of instruction is recommended for the summer reading program. If possible, an additional three days of pre-planning should

Step 3: Create an action plan for instruction.

be scheduled for facilitators and teachers prior to the first instructional day for students. The dates scheduled for the summer reading program should not conflict with other professional learning that teachers are required to attend.

The availability of funding resources likely will impact the length of the summer reading program. School districts will need to maximize student learning and determine the most appropriate duration based on district resources. Students received a total of 60 hours of instruction and teachers received about 30 hours of professional development and coaching in the ROGL summer program.

Determine site location and program hours.

District leaders should determine the location of the summer reading program based on accessibility. Other factors that districts should consider include adequate classrooms for the number of teachers and students participating, meeting spaces to be used for professional learning each day, access to office, copying machine, computers and other instructional technology, and adequate facilities for parent meetings. A minimum of four hours of instruction is recommended daily. An additional two hours of professional learning for teacher-researchers is scheduled in the ROGL program after students are dismissed.

Identify likely barriers to attendance and retention.

Regular student attendance is a critical factor for student outcomes. Therefore, it is necessary to identify likely barriers to attendance and address these barriers ahead of time. The schools need to communicate in the spring with parents to verify that their children have been recommended for the summer reading program. Parents need to commit to regular attendance when they agree for their children to attend. Providing transportation ensures that students have access to the summer learning opportunity. Program staff must coordinate bus schedules and notify parents so they know which bus will transport their children as well as the location and time the children will be picked up and returned. It is helpful if after-school arrangements are an option for parents to accommodate work schedules.

Other summer schools, summer camps, and vacations typically interfere with regular attendance. If the summer reading program is scheduled during the month of July and July 4th falls on a weekday, the days immediately before and/or after the holiday are impacted. Program staff should consider these and other potential complications when planning the summer program.

Set realistic and rigorous milestones and due dates.

In the spring term prior to the summer reading program, it is important to administer assessments necessary to place students into small instructional groups. Often reading programs have different levels of entry for foundation skills, so a placement test is useful to ensure that each student's instruction is targeted to his/her readiness. The instructional pace is more intense during the summer program, and students generally receive two scheduled sessions of reading instruction each day. Program staff should distribute instructional

Step 3: Create an action plan for instruction.

acing schedules to teacher-researchers during pre-planning. These should include dates for any pretesting of newly enrolled students at the beginning of the summer program, program monitoring and in-program assessments, and dates for post-testing at the end of the summer. Teacher-researchers are assigned to classes in teams of two or three and usually rotate teaching responsibilities, such as reading aloud and teaching vocabulary. Facilitators establish a rotation schedule during pre-planning.

Appoint responsible persons to each major program activity.

A program administrator is responsible for the daily logistics of operating the summer reading program. The facilitators, as professional development coaches, are responsible for the daily implementation and monitoring of instruction and professional learning. A parent liaison is responsible for parent outreach and parent meetings. All members of the program team need to communicate frequently and support each other.

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Step 4: Establish policies, procedures, and responsibilities.

Decide which stakeholders need to approve program components (e.g., materials, activities, and implementation plan).

Administrators and facilitators should collaborate in choosing instructional components and assessments. Facilitators should be previously trained to coach and implement the approach to the reading instruction. Because the facilitators are responsible for the daily implementation and monitoring of instruction, they should create the instructional pacing guidelines for teacher-researchers. Stakeholders in charge of funding should approve all plans for purchasing materials.

Establish daily schedules and routines.

Grade-level facilitators should establish daily schedules and routines with input from participating teachers. Maximizing instructional time increases outcomes for the summer program. The facilitators must monitor each class to ensure that instruction begins at the scheduled time each day, follows the instructional schedule closely, and minimizes interruptions, and transitions smoothly during the day. Each class should have a specific schedule of instruction and activities to follow. Adjustments may need to be made during pre-testing, post-testing, and the last day of the summer program to best meet student needs. The program administrator and facilitators work together to minimize interruptions during student instruction and professional learning.

Clear program policies and procedures can help measure the quality and effectiveness of the program. The school district will be able to understand the impact of the program infrastructure (program mission, planning, staff, professional development, and partnerships) as well as what processes and resources are needed to incentivize participation from teachers and to sustain the program in the long term (McLaughlin, B., & Pitcock, S, 2009).

Step 5: Create program documents and resources.

Create forms needed to record summer learning implementation and important information.

Once the school district and program leaders identify the organizational levers that need to be in place, the planning team should create program documents and resources that reflect the program mission and implementation steps taken to set up the program. The program director and program administrator should work collaboratively to establish the materials and documentation needed for facilitators, teachers, and students. Knowing this information ahead of time will allow time for material purchasing, design and printing, and district document approval.

Program documents may include parent-student commitment pledges, student arrival and dismissal procedures and lists, student and family photo release forms, and recruitment materials. The program administrator should also make sure that following activities are well executed.

- Create forms needed to record summer learning information and data.
- Compile all hard copy documents in a summer learning notebook. Also compile all documents in a summer learning notebook electronic file.
- Copy documents ahead of time or determine procedures for electronic file access and data submission. Teachers will need either electronic file access or multiple copies of program assessments, charts, and graphs to record student performance and other information.
- Registration forms should include any medication/health issues that staff need to be aware of, including allergies. Staff should collect up-to-date emergency contact numbers for parents/guardians.

Establish a library of materials and resources to assist teacher-researchers, and establish literacy centers to expose children to various forms of print.

Facilitators should establish library of materials and resources, on both content and pedagogical knowledge surrounding early language and literacy assessment and instruction, as well as literacy centers to expose children to various forms of print (Terry, & Bingham, 2012, p. 8). Literacy center activities should be determined by student assessment data. Center activities provide practice opportunities for skills previously taught by the teacher.

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Step 6: Schedule activities to support participating teachers.

Take inventory of needed materials and supplies.

During the planning stage for summer learning, program leaders should determine a list of instructional strategies and activities, which will guide decisions about the materials and supplies needed for the program. The district should determine items that schools already have that could be used for the summer learning project. The program administrator should make a detailed list that indicates the school and classroom location of all borrowed items that will need to be returned. To reduce confusion, a person from each participating school should be designated to be responsible for delivering and returning all borrowed materials. After determining items to be borrowed, the remaining materials and supplies needed should be purchased. Program staff should give teacher-researchers a list of materials they are responsible for returning after summer learning ends and a list of materials and supplies they will be able to take back and use during the school year.

Schedule activities to support teacher-researchers.

Program facilitators should establish a summer professional development plan, which also may include some training during the school year. Facilitators should identify activities that will require assembling all of the participating teachers and program staff (e.g., orientation, staff meetings, team-building exercises, and classroom set-up). In addition, they must determine if an open house, special information session, or PTA meeting is needed to inform parents about the program and the potential benefits of participation in the program. The checklist that follows highlights the major steps taken in the ROGL program to plan professional development activities.

Step 6: Schedule activities to support participating teachers.

> Schedule Activities to Support Teacher-Researchers Checklist:

- Set a pre-planning schedule in place for in-depth training of the selected core instructional focus and any other intervention materials being utilized. (See Appendix B for more information.)
- Create an orientation guide that communicates general information about the program (e.g., program dates and site location), the professional development session schedule, reading instruction best practices resources, and other necessary program information.
- Establish a time for teachers to preview the curriculum chosen and read through the materials prior to pre-planning.
- Establish a daily schedule for extended professional learning sessions that will strengthen the teacher-researchers' background knowledge and overall expertise in the teaching of reading to young children. (See Appendix B for more information.)
- Establish a schedule for teachers to observe best practices from other teachers (peer observation).
- Maintain a daily log of observations by the co-teacher and/or peer teachers.
- Prepare daily instructional lesson plans with guidance from facilitators that reflect a balanced literacy diet to each student in all classrooms.
- Participate in individual conferencing with facilitators to set targeted performance goals for teacher-researcher and student growth.
- Create team building activities with facilitators to share during weekly staff meetings building motivation and momentum.
- Involve teachers in the family engagement workshops by having them model best practices with parents while laying the foundation for learning during the program and building trust.



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Step 7: Develop a communication strategy.

Once the school district has determined who it would like to participate in the program, the program team needs to focus on how they will inform potential participants about the program. The school district may have several ways to communicate with district leaders, teachers, and parents already in place, but having a communication strategy for the summer learning program will be essential to recruiting the necessary staff, ensuring high student attendance, and sharing the program successes with stakeholders and potential partners.

Determine the best modes of communication with stakeholders, program team members, and parents.

First, assess the modes of communication that are currently available. Next, determine how they can best help communicate the purpose, goals, and events of the summer learning program. Determine whether communications in person, print, online, email, or any combination of modes is best for the program. Similarly, think about what type of communication tool is best for the various participants and stakeholders involved, including partners, potential funders, parents, stakeholders, district leaders, and the program team.

Finally, districts should consider the intended use for each type of communication and the perception that may accompany the tool the program team chooses. For example, the program could use an automated dialer to send a pre-recorded message to invite parents to program events or ask teacher-researchers to make personal phone calls to parents. It may be more efficient to use an automated dialer if the team intends to serve a large number of students, or it may be more effective to use personal calls if the program will serve fewer students. Determining the best communication strategy and procedures for the program could greatly impact the participation and support of the program, as well as its sustainability.

In short, the communication strategy should allow the program team to:

- Promote and advertise the summer learning program.
- Provide information and updates to parents, district leaders, partners and stakeholders.
- Share the successes of the program.

Follow the checklist below to create an effective communication strategy.

- Collect a master list of email addresses, mailing addresses, and phone numbers for all stakeholders prior to the start of the summer learning camp.
- Survey stakeholders prior to summer learning camp to determine best mode of communication.
- Designate person(s) to communicate with media and parents prior to summer learning camp.
- Determine communication expectations and rules prior to summer.
- Secure permission for students to be in program media such as videos, and pictures, during registration.
- Engage media, community, and parents to share the program's mission and successes (e.g., local newspaper, television, and radio stations).

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Step 8: Involve parents to get students “in the door.”

Parent engagement is an integral part of student academic success, especially during the summer months. Parental involvement creates more opportunities for empowering families to read together, practice oral language development by talking together, and provide positive reinforcement for their student’s efforts. Research shows that parental engagement has a significant impact on a student’s achievement and growth in reading. Evaluators of the ROGL program found that children who attended at least 50% of the program demonstrated the greatest gains in language and literacy skills (Terry & Bingham, 2013). Because there is such a short window during which to impact struggling readers during the program, it is important to involve parents in the planning of program events and the progress of their students.

Communicate with parents early and often.

Program leaders should communicate with parents early and often using the best method for the particular parent population. The program director should identify an effective parent liaison to communicate with parents. Additionally, each summer program teacher should be responsible for communicating with parents of his or her students when needed. Both the teacher-researcher and the parent liaison should keep a detailed record of communication, detailing the mode of communication that was most effective for parent investment.

Identify parent leaders and foster family and social networks.

The parent liaison should work to identify parent leaders. To achieve high student attendance and parental involvement, the program must provide incentives for participation and address barriers to participation. Districts should seek partnerships that can provide in-kind donations of food, door prizes, books, and other incentives. Typical barriers include transportation needs, child care for other children in the family, and the hours of the program not coinciding with the primary parent/guardian’s schedule. Often parents try to avoid having multiple children with different summer experiences. Also, some parents hold the belief that students need a break during the summer months, and so they think the best choice for their child is a summer outside of school. The communication strategy discussed in Step 7 can help address this misunderstanding.

Step 8: Involve parents to get students “in the door.”

The chart that follows highlights the International Reading Association’s successful strategies for family engagement in summer learning programs that the ROGL program has implemented. The parent engagement workshop framework developed for parents of students in the ROGL program is presented in Appendix C.

> Successful Strategies for Family Engagement:

- Establish a sense of community.
- Encourage teachers to communicate with their students’ parents.
- Do have ongoing and varied communication.
- Offer literacy instruction to families, broadly defined to include parents, guardians, siblings, and younger children.
- Create strategic recruitment plans, using multiple methods of dissemination.
- Include strong participant input whenever possible.
- Emphasize attendance and retention through creative scheduling and responding to transportation or child-care needs using district resources or public-private partnerships.
- Create a supportive environment where 100% student attendance is recognized and celebrated.
- Provide opportunities for family and social networks to form through parent engagement events and take-home assignments.

(Adapted from Neuman, Caperelli, and Kee, 1998; Mraz, M. and Rasinski, T.V. (2007). Summer reading loss. *The Reading Teacher*, 60(8). International Reading Association. 784-789.)



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Step 9: Train participating teachers.

Establish a shared goal toward reading proficiency and quality instruction.

Districts can provide a professional development experience similar to the ROGL program through use of coaching, modeling, classroom observation, co-teaching and peer observation. Facilitators should establish a shared goal toward reading proficiency and quality instruction. To accomplish this, facilitators should create a framework or calendar for daily professional learning sessions for teachers. The professional development framework should consist of:

- One facilitator assigned to a grade level who visits classrooms daily to model, co-teach, and observe teacher instruction;
- Two teachers assigned to each classroom to foster collaboration, reformed teaching practices, and a student-teacher ratio that supports small-group instruction;
- Two- or three-day orientation to the program and the core curricula with the orientation. The orientation should occur immediately before the start of the program, giving teachers time to set up their classrooms and become familiar with the program site; and
- At least two hours of daily professional development as a grade-level group after children have been dismissed for the day. It is recommended that teachers receive development five days each week for the full duration of the program (most likely four to six weeks). Teachers receive about 30 hours of professional development and coaching over the four-week ROGL summer program.

Conduct orientation (recommend at least three-day orientation).

Specifically, there should be orientation pre-planning days conducted prior to summer learning instructional days. The number of days needed for orientation will depend on the professional learning needs of the teacher-researchers. Orientation days should include new instructional strategy training, review of previously used strategies, training on any additional instructional activities and assessments expected to be used, materials distribution, classroom set-up, review of daily schedules, routines and expectations. Facilitators will need at least one day prior to orientation to organize training sites, and model classrooms, and materials.

> Highlight: Feedback from Savannah Reading on Grade Level Program Teacher-Researchers

One-on-one interviews, conducted in July 2013 with teacher-researchers, sought to understand the impact the program had on their instruction and their students. Below are some noteworthy quotes providing teacher-researcher feedback on the professional development, working with students, and overall feedback on participating in the Savannah ROGL program.

- > *"I know how to teach reading now! I was not confident in that area before and was even leaning toward getting my math endorsement. I knew all the pieces, but I did not have a clear understanding of how they build on each other or the importance....Missing one of those steps can cause a domino effect."*
- > *"I think about my prior DIBELS scores, and how I would ask myself, 'Why? We worked so hard!' I realize now that we didn't. We weren't doing the same thing every day for the same amount of time. Now, the fidelity and the use of [the core reading] program require me to have systematic instruction. I don't think my instruction in the past, particularly my small group instruction, was as systematic. It was getting there. Now it's there with what I'm taking back to my classroom. Instead of me trying to piece together what I need to deliver instruction, I now have something that's already together, that's proven that it works, and that I am confident I can implement."*
- > *"I see a lot of growth even though it's only a few week[s]. There is a huge growth that I can see with the kids because I am so one-on-one with them."*
- > *"It [the summer program] is almost like this is my laboratory. I'm doing all this practice now [so] when I go back and have 22 kids in my classroom, and three of them cannot tap out a word, I can then say, 'I know what to do for this child because I've been doing it all summer with these other children that were having a hard time.' I think it's like another tool in my toolbox."*
- > *"The moment you see them [students] going for the wrong letter, you can redirect them and you cannot do that in a bigger setting. I think it's important to be able to do that when you work with the kids."*
- > *"For example, we're learning bonus letters (those are the letters that you don't hear after the consonant) and they'll tap it. They know that there is a [bonus letter] and they'll [apply the] bonus letter to themselves. I think that those are strategies that they will use when they go back into the regular classroom compared to children who are not here; they won't have those strategies to help them."*

- > *"It is really awesome that now I had the kids coming into the summer session, and they already knew tapping, the chicken-letter and [strategies] like that. I could actually get into the actual piece of it [instruction] and really start digging down for the kids. So I was really excited about that."*
- > *"It's all about differentiation. If the child needs 'this', then 'this' is what we're giving them so they can become successful."*
- > *"It has pushed me to not just show up [to the professional learning session]. This is a program that takes practice. It takes studying the night before. I told someone, 'It's like I'm in college again--prepping for the next day.' That's what you have to do in order to know it. It [the program] really has opened my eyes. I'm already thinking about what I'm going to implement and incorporate in my own classroom."*



Mission Possible: How to set up summer learning for struggling readers

Step 10: Implement and evaluate the program.

The final step is carrying out the evaluation plan developed during the pre-planning stages of implementation. Evaluation is one of the most important steps of implementation for any program. It lets program leaders know whether or not they have accomplished the program goals and allows them to identify areas that need improvement. Lastly, a program evaluation allows the district to determine whether or not the time, resources, and efforts expended on the program have been worthwhile.

Collect thorough information on each step that was taken in the planning and implementation stages of the program. The program director should identify someone, preferably outside of the program, to carry out the evaluation plan. A person outside the program, who is able to prove his or her independence, may get truer responses from participants' interviews and survey than program staff. An external evaluator, for example, may offer greater credibility of results and reporting to potential funders.

Appropriate evaluation activities should provide:

- Insight into success in increasing student reading scores on reading assessments.
- Insight into teacher perceptions of student growth and overall perceptions of the program and its impact on their reading instruction.
- Insight into the impact on student and parent participants.
- Insight into the effectiveness and efficiency in each program component and in program implementation.

The program leadership, in conjunction with the external evaluator, should develop an evaluation plan that aligns with the program goals and that will provide a complete picture of program effectiveness. Examples of evaluation activities include teacher-researcher feedback surveys, parent surveys, or classroom instruction observation notes. Best practices for evaluating the program are provided below.

Districts should be sure to collect quantitative and qualitative data to provide a comprehensive view of the accomplishments of the program. Districts also should encourage teachers, facilitators, and program staff to share stories about their experiences and observations.

Collect student outcome data.

The evaluator should collect reliable student achievement data, including diagnostic, progress monitoring, and benchmark performance data. The program director should establish dates for major benchmark testing and final data collection windows prior to program implementation. Teacher-researchers should be trained, monitored, and expected to administer diagnostic assessments. The director, along with the facilitators, should monitor administration of assessments and data collection to ensure fidelity of implementation.

Collect teacher outcome data.

Ask teachers to complete an end of the program questionnaire to report their perception of the program, student growth, and changes, if any, in their

Step 10: Implement and evaluate the program.

teaching practices and attitudes on reading instruction. Potential survey questions include (Note: This is not a comprehensive list):

- Briefly give an overall description of your professional learning experience in the district summer learning program.
- Do you think this program helps your students develop the skills needed to become successful readers? Why or why not?
- Which part of the summer learning experience do you feel was the most useful in helping your students reach the stated goals of the program? Was there an element that you felt was not useful?
- What professional learning experiences were most important to your learning and implementing the chosen curriculum and teaching strategies?
- Which part of the professional learning experience do you feel was the most impactful for changing your teaching practices?
- Is there anything else you would like to share about your professional learning experience?

Collect parent outcome data.

The program leaders and parent liaison should ask parents to complete an end of the summer questionnaire to report their impressions of the program. Survey questions are intended to measure parent involvement over the course of the summer and to draw conclusions about involvement that could inform planning for the following year. Questionnaire items should be culturally sensitive and include open-ended questions for parents to express their perceptions of the program and the impact on their families.

Collect testimonials, success stories, and feedback.

Finally, districts should gather testimonials, highlight specific student success stories, and collect feedback from parents about their student's participation in the program. Collection of informal and qualitative data will help evaluators with interpretation of program data, and district leaders will better understand the value of the program as well as program impacts. The program director should consult the district on policies and procedures regarding use of student information (e.g., photo release forms and the Family Educational Rights and Protection Act (FERPA)) and interactions with community partners and media outlets.

Creating a summer learning program for struggling readers is Mission Possible!

The ten steps outlined in this guide empower school districts to adapt the Savannah Reading on Grade Level program framework to fit the needs of their students. Doing so will help students achieve at higher levels during the regular school year and better equip districts to increase the number of children reading on grade level by the end of third grade. The following timeline presents a plan of action districts may use to set up the program.

>Timeline for Summer Learning Program Action Plan

October - December

- Gather stakeholders.
- Establish a steering/planning team.
- Set goals.
- Assess resources available.
- Hire program director, program administrator, and other program staff.

January - March

- Decide on curriculum that will be utilized for instruction.
- Hire teachers, parent liaison, and administrative/support staff.
- Train the facilitators and cadre of teacher-researchers on core reading instructional approach and materials.
- Recruit students.

April - May

- Program director works collaboratively with teacher facilitators and to plan the professional learning sessions.
- Program director and administrator work together to set the daily schedules, bus routines, breakfast/lunch schedules, program documents, and program resources in place.
- Facilitators provide pretesting services to the district.

June - July

- Summer Learning Program begins.
- Facilitators provide daily professional learning sessions to teacher-researchers.
- Teacher-researchers deliver explicit, systematic instruction to students daily, set high expectations, and provide consistent, immediate corrective feedback for learning.
- Program director executes weekly staff meetings.
- Parent liaison institutes family engagement initiatives.



Developing a summer learning program for struggling readers may be challenging, but the Savannah Reading on Grade Level program illustrates the positive impacts a summer learning program can have for teachers and struggling readers. The steps included in this guide provide practical tools districts can use to create a quality summer learning program for struggling readers. Districts can overcome challenges by investing in qualified staff, engaging stakeholders and parents early in planning, embedding intensive professional development into the program, and funding the program through sustainable sources.

Detailed pre-planning at the district level can set the foundation for a successful summer learning program. The district must establish a core leadership team from the beginning to include district and community leaders, business partners, district literacy trainers/coaches, teachers, parents, and support staff. The summer learning program leaders should then use the ten steps outlined in this guide to design and execute the program. Each decision made should focus on maximizing resources to provide teachers and students with the time and tools needed to meet achievement goals.

Ultimately, district leaders must determine whether the potential benefits to participating teachers and students outweigh the time and resources taken to establish the summer learning program. Most families rely on schools as the primary academic learning environment (USED, 1993 as cited in Smith & Brewer, 2012). Therefore, school districts and parents should work together to provide summer reading programs for students who are at-risk or who are already experiencing early reading difficulties. Evidence shows that summer learning is critical to improving a child's future developmental and academic success, and the Savannah Reading on Grade Level Program demonstrates that doing so is possible.

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Terms & Definitions

Terms	Definitions
Wilson Foundations®	Wilson Foundations® for K-3 is a phonemic awareness, phonics and spelling program for the general education classroom. (Definition retrieved from http://www.foundations.com/ .)
Text Talk®	Text Talk® is an early reading program with robust vocabulary instruction for Grades K-3. (Definition retrieved from http://teacher.scholastic.com/products/texttalk/index.htm .)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) ®	DIBELS® is an assessment tool to measure the acquisition of early literacy and reading skills for students in kindergarten through third grade.
Five pillars of reading	The five pillars of reading refers to the five critical skills needed to become a successful reader. They are word recognition, fluency, phonemic awareness, vocabulary, and reading comprehension.
PAC Time®	The PAC Time® program was created by the Rollins Center for Language & Learning (part of the Project Leadership). PAC Time consists of evidence-based practices in phonological awareness, alphabet knowledge, and concepts of print compiled in a format that is readily used by teachers. (Definition retrieved from Terry & Bingham, 2012.)
“Perky” pace	“Perky” pace refers to instruction that is swift, or upbeat, to engage the student.
Choral reading	Choral reading is reading aloud in unison with a whole class or group of students (Definition retrieved from http://www.readingrockets.org/strategies/choral_reading .)
Spot-On!	Spot-On! was created by facilitators in the Savannah ROGL program. It stands for smile, phonemic awareness, oral language, and target.

Terms & Definitions

Terms	Definitions
SRA Reading Mastery®	SRA Reading Mastery® is a reading intervention program for students in grades K-5 designed to meet the needs of students most at-risk. (Definition retrieved from http://www.rti4success.org/tools_charts/popups_instruction/programPopup.php?url=reading_mastery_carlson&title=Reading%20Mastery.)
Corrective Reading®	Corrective Reading® provides intensive, sustained direct instruction to address deficiencies in decoding and comprehension. (Definition retrieved from http://www.mcgraw-hill.co.uk/sra/correctivereading.htm.)
Open Court®	A comprehensive basal instruction program in phonological and phonemic awareness, phonics, comprehension, and writing. (Definition retrieved from http://www.bestevidence.org/word/elem_read_jan_22_2010.pdf.)
Really Great Reading©	Really Great Reading® provides a comprehensive set of tools to help literacy professionals identify, group and teach adolescent students with decoding difficulties. The approach works great in a host of educational environments, including special education, RTI, ELL. (Definition retrieved from http://www.youtube.com/user/rgrco/about.)

Appendix A: Resources for Program Director and Administrator

The following exhibits are provided in this appendix.

1. Potential funding sources
2. Summary of program team roles
3. Savannah ROGL summer instructional schedule
4. Sample daily schedules
5. Walk-through checklist & questions template
6. Sample supply list
7. Sample student attendance roster

Appendix A: Resources for Program Director and Administrator

Exhibit 1: Potential funding sources

Federal grants

Federal grants are often available to support programs. Visit www.grants.gov to search for federal grants. Other resources to visit include the following.

- United States Department of Education
Even Start Family Literacy Program
<http://www2.ed.gov/programs/evenstartformula/index.html>
- Federal Grants Wire (Federal grant search engine)
www.federalgrantswire.com
- The Scholastic Funding Connection for Technology and Curriculum
(Federal grant search engine)
http://teacher.scholastic.com/products/fundingconnection/grant_resources/index.html

Title I Funds

School districts may use Title I funds to provide additional support to low-income students through a variety of strategies, including summer learning programs. For more information about Title I funds, visit <http://www2.ed.gov/programs/titleiparta/index.html> or your local state department of education.

State and local grants

State grants often target specific populations and education issues. If located in Georgia, visit the Georgia Department of Education at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Outreach-Overview.aspx> for DOE grant information. georgia.grantwatch.com provides a list of other grants in Georgia. Other resources for the state of Georgia include the following.

- Georgia Striving Readers grant program
<http://www.gadoe.org/Curriculum-and-Assessment/Curriculum-and-Instruction/Pages/Literacy-Reading.aspx>
- Georgia Even start family literacy program
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Event-Start-Family-Literacy-Program.aspx>
- The Communities of Coastal Georgia Foundation Early Childhood Literacy Initiative
<http://www.coastalgeorgiafoundation.org/about-us/early-literacy-initiative>
- Southeastern Council of Foundations
<http://www.secf.org/education>

If located outside the state of Georgia, visit your state education agency's website or conduct an internet search for information on state and local grants in your area.

Exhibit 1: Potential funding sources

Local Chambers of Commerce

Local chambers of commerce are increasingly interested in investing in future regional economic stability as well as civic participation through the support of education programs. Some communities may be able to partner with the local business community to establish long-lasting relationships and funding streams for education programs. Visit <http://www.gachamber.com/> to learn about the Georgia Chamber of Commerce's opportunities.

National associations, non-profits, and organizations

National organizations dedicated to youth development and education, such as the 4-H, the YMCA, and the Boys and Girls Clubs of America provide funding for education programs throughout the country. Local arms of national associations, non-profits, and organizations are also more in tune with local communities and available to serve as a resource to districts looking for partial or comprehensive funding.

Private Foundations

Private foundation grants tend to be highly competitive and involve evaluation guidelines. This guidebook is made possible by the Annie E. Casey Foundation. Other philanthropic institutions often look for districts that can implement best practices and share program outcomes with the organization's partners and stakeholders. Visit the Education Place website for a list of privately funded grants at <http://www.eduplace.com/grants/available/private.html>.

National and Local Companies

Many national corporations have charitable foundations that support youth education programs. To search for grants for your district, go to <http://foundationcenter.org/> for a comprehensive list of corporate foundations and grants.

Grant Writing

Additionally, Grant Wrangler offers a free grant listing service to assist educators and parents in finding open grant competitions for arts, history, mathematics, science, technology, literacy, and more visit http://www.grantwrangler.com/arts_humanities.html

Appendix A: Resources for Program Director and Administrator

Exhibit 2: Summary of program team roles

Summary of Program Team Roles <i>Based on the Savannah Reading on Grade Level Program</i>			
	Description	Recommended Qualifications	Best Practices
Program Director	<p>Oversees the successful implementation and evaluation of the program.</p> <p>Guides the instructional components of the program, which include: the core reading program, reading interventions, assessments, and professional development workshops.</p>	<ul style="list-style-type: none"> • Knowledge of early literacy teaching strategies and best practices of instruction driven by formative assessment data. • Commitment to the long-term goal of increasing the percentage of students reading on grade level by the end of third grade. • Ability to motivate others toward a shared goal/vision. • Ability to communicate with parents. • Excellent time management skills and the ability to meet deadlines. • Excellent oral and written communication skills. 	<p>Choose instructional materials that are:</p> <ul style="list-style-type: none"> • Research-based and proven to be effective in increasing student achievement, • Intensive and targeted toward early literacy skills, such as fluency and vocabulary, • Able to be implemented within four to eight weeks, • Accessible given district resources, and • Aligned with core curricula and the expertise of facilitators.
Program Administrator	<p>Oversees daily logistics of the summer reading program, including: site location, transportation, purchasing, food services, and scheduling.</p>	<ul style="list-style-type: none"> • Ability to motivate others toward a shared goal/vision. • Excellent management skills and the ability to meet deadlines. • Excellent organization skills and a strong ability to communicate with positive feedback. 	<ul style="list-style-type: none"> • Ideally, the program administrator will be an administrator within the district who is familiar with the policies and procedures in place. • She or he should be comfortable communicating the program to stakeholders and

Exhibit 2: Summary of program team roles

		<ul style="list-style-type: none"> • Ability to set high expectations and ensure accountability system is in place. • Ability to help others prioritize and to create a positive work environment. • Knowledge of early literacy teaching strategies and best practices in instruction driven by formative assessment data. • Commitment to the long-term goal of increasing the percentage of students reading on grade level by the end of third grade. 	<p>media outlets.</p> <ul style="list-style-type: none"> • The ROGL program administrator used the school intercom to provide a welcome at the beginning and a farewell at the end of each day.
Facilitator	<p>Provides daily professional development to all participating teachers.</p> <p>Offers immediate corrective feedback and active engagement strategies to teachers each day.</p>	<ul style="list-style-type: none"> • Expert knowledge on early literacy instruction, best practices, and diagnostic assessments. • Excellent organizational skills. • Ability to communicate clearly and professionally. • Ability to motivate others toward a share goal, including the ability to tailor coaching based on teachers' needs. • Knowledge of culturally relevant pedagogy, including prior experience with English as a second language learners and children with 	<ul style="list-style-type: none"> • Ideally, there should be one facilitator to serve teachers at each grade level (rising-Kindergarten to rising-3rd grade). • Plan and prepare daily professional learning sessions based on the instructional needs of the participating teachers. • Provide daily classroom walk-throughs and model best practices for instruction.

Exhibit 2: Summary of program team roles

		disabilities.	
Teacher-Researcher	<p>Responsible for organizing, planning and executing the daily classroom schedule.</p> <p>Delivers explicit, systematic instruction to students.</p> <p>Provides students with immediate corrective feedback each day.</p>	<ul style="list-style-type: none"> • Experience providing systematic, explicit instruction to struggling readers. • Ability to motivate students to become actively engaged in their learning. • Experience teaching elementary students, particularly kindergarten through 3rd grade. • Effective teaching skills as demonstrated by high student achievement data, principal recommendation, or teacher evaluation instruments (Terry & Bingham, 2012). • Ability to establish and maintain effective working relationships with others. 	<ul style="list-style-type: none"> • Selected upon the recommendation by building principal. • Teachers who are able to learn quickly, work well with others, and provide effective instruction to struggling readers will be successful in the program. • General and special education teachers can participate in the program.
Administrative/Support Staff	<p>Provides assistance and support to the program director, program administrator, and the facilitators to assure the effective and efficient operation of the program.</p>	<ul style="list-style-type: none"> • Clerical/office management skills. • Strong problem solving and computer application skills. • Ability to communicate with parents and meet school community effectively. • Ability to establish and maintain effective working relationships with others. • Ability to interpret and apply program policies 	<ul style="list-style-type: none"> • Maintain a positive attitude and expectations to foster a positive learning environment and summer program experience for students, teachers, and parents.

Exhibit 2: Summary of program team roles

		<p>and procedures.</p> <ul style="list-style-type: none"> • Appropriate knowledge of first-aid techniques. 	
Parent Liaison	<p>Organize and mobilize parents for the success of students.</p> <p>Responsible for organizing parent engagement events.</p>	<ul style="list-style-type: none"> • Previous experience working with parents in the community or school. • Ability to motivate parents to become actively engaged in their student's learning. • Ability to communicate with parents and meet the school community. • Ability to meet deadlines and communicate effectively through speaking and writing. • Ability to establish and maintain effective working relationships with others. 	<ul style="list-style-type: none"> • Work collaboratively with the program director and program administrator during pre-planning to determine the goals and scope of parent engagement in the program. • Provide incentives for participation in parental engagement initiatives. Offer door prizes, materials, and refreshments for each parent engagement event. • Assist program administrative staff with the assembly of the weekly parent newsletter or similar correspondence that goes home with all students.

Appendix A: Resources for Program Director and Administrator

Savannah ROGL Summer Instructional Schedule

Exhibit 3: Savannah ROGL summer instructional schedule

Kindergarten (Rising-1st)

- 8:00-8:15 AM Breakfast
- 8:15-10:45 AM Instructional Block
- 10:45-10:50 AM Restroom Break
- 10:50-11:10 AM Lunch
- 11:10-11:59 AM Instructional Block
- 12:00 PM Dismissal

First Grade (Rising-2nd)

- 8:00-8:15 AM Breakfast
- 8:15-11:05 AM Instructional Block
- 11:05-11:10 AM Restroom Break
- 11:10-11:30 AM Lunch
- 11:30-11:59 AM Instructional Block
- 12:00 AM Dismissal

Second Grade (Rising-3rd)

- 8:00-8:15 AM Breakfast
- 8:15-11:15 AM Instructional Block
- 11:15-11:20 AM Restroom Break
- 11:20-11:40 AM Lunch
- 11:40-11:59 AM Instructional Block
- 12:00 PM Dismissal

Appendix A: Resources for Program Director and Administrator

Exhibit 4a: Sample daily schedule (Rising-Kindergarten)

Rising-Kindergarten Schedule

Note: The daily schedules for Rising-2nd and Rising-3rd grades are similar to the sample schedules provided.

Time	Activity
8:00-8:15 AM	Prepare for the day
8:15-8:30 AM	Arrival and bathroom Breakfast in classrooms
8:30-8:45 AM	SPOT-On! <ul style="list-style-type: none"> • Smile • Phonemic Awareness • Oral Language • Target
8:45-9:15 AM	Wilson Foundations® Focus Lesson #1 (Wilson®) (Small Group)
9:15-9:45 AM	Text Talk® Focus Lesson #1 (Wilson®) (Whole Group)
9:45-10:00 AM	Power boost
10:00-10:30 AM	Differentiated reading instruction Small group Focus Lessons #1 and #2 (Wilson®)
10:30-11:00 AM	Bathroom and Lunch
11:00-11:30 AM	Wilson Foundations® Small group Focus Lesson #2 (Wilson®)
11:30-12:00 PM	Text Talk® Small group Focus Lesson #2 (Wilson®)
12:00-12:15 PM	Dismissal

Appendix A: Resources for Program Director and Administrator

Rising-1st Grade Schedule

Note: The daily schedules for rising-2nd and rising-3rd grades are similar to the sample schedules provided.

Exhibit 4b: Sample daily schedule (Rising-1st grade)

Time	Activity
8:00-8:15 AM	Prepare for the Day
8:15-8:30 AM	Arrival and Bathroom/Breakfast in rooms
8:30-8:45 AM	SPOT On! <ul style="list-style-type: none"> • Smile • Phonemic Awareness • Oral Language • Target
8:45-9:15 AM	Wilson Foundations® Focus Lesson #1 (Wilson®) (Small group)
9:15-9:45 AM	Text Talk® Focus Lesson #1 (Wilson®) (Whole Group)
9:45-10:00 AM	Power boost
10:00-10:30 AM	Differentiated Reading Instruction Small group Focus Lessons 1 and 2 (Wilson®)
10:30-11:00 AM	Bathroom and Lunch
11:00-11:30 AM	Wilson Foundations® Small group Focus Lesson #2 (Wilson®)
11:30-12:00 PM	Text Talk® Small group Focus Lesson #2 (Wilson®)
12:00-12:15 PM	Dismissal

Appendix A: Resources for Program Director and Administrator

Exhibit 5: Walk-through checklist and questions template

Walk-Through Checklist & Questions Template

- How have teachers arranged the physical setting and instructional materials to maximize academic and engagement time?
- Note examples of how teachers provided multiple opportunities to practice new or previously taught strategies within a brief duration of time.
- Focus on teacher talk while they are presenting information to students. Do teachers present information clearly and concisely using language that students understand? If so, how do they accomplish this?
- During several five-minute intervals, tally the ratio of positive feedback compared to redirection given by a teacher. Is the ratio at least 3:1 positive to redirection? Note examples of specific praise for academic responses and on-task behaviors (e.g., “Great! You read all those words correctly”) compared to general praise (e.g., “Good job.”).
- Note instances of factors that support student attention.
 - a. “Perky” pace
 - b. Use of smiles, names, and eye contact
 - c. Use of cues
 - d. Monitoring
 - e. Use of praise or cheers
- Identify the steps that are used when teaching a particular instructional routine (teaching vocabulary words, letter/word/sentence dictation, sound drill, etc.). Which procedures were used to provide error correction and scaffold tasks when necessary? Did you observe immediate corrective feedback?

Appendix A: Resources for Program Director and Administrator

Exhibit 6: Supply list

Sample Supply List - Summer 2012

- Dry Erase Boards: 40- (6 per pack)-1 pack per classroom
- Dry Erase Markers-Eight Pack: 80 packs-92 packs per teacher
- Erasers-20 packs (10 per pack)-1 per student
- Student Timers: 200, 1 per student
- Sentence Strips-White: 40-1 box per classroom
- Sentence Strips-Rainbow: 40-1 box per classroom
- Small-Group Teaching Easel: 40-1 per teacher
- Translucent Color Chips (1000 per box): 1 box
- Large pocket Chart: 1 per classroom (20 classrooms)
- 1" binder for assessment documentation: 20- 1 per classroom
- 2" binder for professional learning material: 40- 1 per teacher
- Plastic Tab Dividers for assessment binders: 40 (5-tab sets) 2 per classroom
- Post-It 8" Arrow Flags: 200- 1 (5-pack)-1 per student
- Just Basics Economy Woodcase Pencils; 14- (72 per pack)- 5 per student
- Colored Pencils: 200 (12 pack)- 1 per student
- Chart Paper: 20- 1 per classroom
- Translucent Pencil Boxes: 200- 1/student
- Post-It Page Markers: 40- (5 pack)- 1 per RAVO student
- 3x5 Index Cards: 20 Packs (500 per pack)- 1 per student
- Small Letter Tiles: 40
- The Hungry Thing Paperback: 41 copies
- Write and Wipe Lapboard Erasers
- Tri-Fold Display Boards
- Velcro Dots
- 1" and 2" Rings for Word Cards
- 3" Binders and Sticky Notes
- Dry Erase Boards for Students
- Pompoms-quantity based on students per classroom
- Cardstock-quantity based on program need
- Magnet Strips-quantity based on number of instructional groups
- Photo Alphabet Line-quantity based number of classrooms
- Colored File Folders (100 per Box)-1 per classroom
- Packages of Colored Dot Stickers- 1 per classroom
- 70 Page Composition Books- 1 per Rising-2nd and Rising-3rd classroom
- Z Grip Retractable Gel Black Pens- quantity based on number of teacher-researchers
- Plastic Name Tags- quantity based on number of teacher-researchers
- Jumbo Paper Clips- quantity based on number of teacher-researchers
- Marble Composition Books - 1 per Rising-1st classroom
- How To Plan Differentiated Reading Instruction by Sharon Walpole and Michael McKenna-1 per teacher-researcher

Appendix A: Resources for Program Director and Administrator

Exhibit 7: Class attendance sheet

Rising-Kindergarten Schedule

	Student	Home School	Phone	JULY				JULY					JULY					AUGUST					TOTAL						
				M	T	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F							
				2	3	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	1	2	3		
1																													
2																													
3																													
4																													
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7																													
8																													
9																													
10																													
11																													
12																													
13																													
14																													
15																													
	Not on roll = Blank																												
	Entered = E																												
	Present = Check																												
	Absent = A																												
	Withdrawn = W																												

Appendix B: Additional Resources for Facilitators and Teachers

The following exhibits are provided in this appendix.

1. Savannah ROGL teacher-researcher training session plans
2. Spot-on! morning meeting
3. Classroom set-up and non-negotiables
4. Student folder contents (Rising-1st grade sample)
5. Tips for giving and receiving feedback

Appendix B: Additional Resources for Facilitators and Teachers

Exhibit 1: Savannah ROGL teacher- researcher training session plans

Savannah ROGL Teacher-Researcher Training Session Plans Rising-K, 1 and 2

Day	Plans	Materials
Day 1 Thursday June 27	<ul style="list-style-type: none"> • Expectations for summer • Turn in all pre-assessments and regroup students • Work out any issues that need adjustments • Review next day lesson plans 	<ul style="list-style-type: none"> • Daily schedule • Dismissal procedures • Lesson plans
Day 2 Friday June 28	<ul style="list-style-type: none"> • Set up notebooks • Sounds review • Text Talk® review • Pocket chart fluency, the ABC song, and Mary Had a Little Lamb song • Tracking • Correct reading posture • Correct pencil grip • Review of materials/ question & answer session 	<ul style="list-style-type: none"> • Notebooks • Dividers • Pocket Chart • Pointer • Songs
Day 3 Monday July 1	<ul style="list-style-type: none"> • Wilson Foundations® review with teacher focus groups • Review of non-negotiables • Handwriting fluency 	<ul style="list-style-type: none"> • Lined handwriting paper with students' first and last names
Day 4 Tuesday July 2	<ul style="list-style-type: none"> • Train on Box Materials© in phonemic awareness/ phonics and alphabet knowledge section only • Review next day lesson plans 	<ul style="list-style-type: none"> • Box Materials© • <u>How to Plan Differentiated Reading Instruction</u> by Walpole & McKenna

Appendix B: Additional Resources for Facilitators and Teachers

Exhibit 2: Spot-On! morning meeting

SPOT-ON!

10-15 minute morning meeting:

- S** SMILE! Begin every day with a SMILE.
- P** PHONEMIC AWARENESS (5 minutes)
 - Use read-aloud activities by Holly B. Lane as a guide.
 - Focus on phoneme blending and segmenting.
- O** ORAL LANGUAGE (3 - 5 minutes)
 - Connect to Text Talk® review.
 - Use time for more student talk than teacher talk.
- T** TARGET (2 - 5 minutes)
 - Set the stage for a GREAT day every day.
 - Discuss any changes in schedule, routines, etc.
 - Briefly explain what students will learn that day.

Appendix B: Additional Resources for Facilitators and Teachers

Exhibit 3: Classroom set-up and non-negotiables

Classroom Set-up and Non-negotiables

<u>Classroom Set-up</u>	<u>Non-negotiables</u>
<ul style="list-style-type: none">• Neat and organized classroom• Two locations for small-group instruction on opposite sides of the room• Whole-group instruction area for Text Talk®• Whole-group area for morning meeting.• “Spot-On!” posted and followed daily• Schedule is posted outside room and you remain on schedule• Teachers must have all of your Wilson®/Text Talk® materials for instruction in place• Know all components of Wilson® and Text Talk® and be able to name and teach each piece with fidelity• Utilize explicit/systematic instruction	<ul style="list-style-type: none">• No down instructional time• Phonemic awareness activities every day• “Perky” pacing• Power boost during instructional day to provide stretching and enrichment• Alphabet song daily• Correct reading posture• Ensure student holds pencil correctly• Ensure student does not have his or her back to the board• Study and prepare daily• Call home if student is chronically absent• Smile• Model, Scaffold, Practice, Apply

Appendix B: Additional Resources for Facilitators and Teachers

Folder Content Order – Rising First Grade

1. Information Sheet (Do not staple anything else to it, please!)
2. Foundations Pre/Post Tests with Dictation Stapled to the back of each
3. Foundations Unit Tests
4. Wilson Trick Word® Pre/Post Tests
5. Really Great Reading Pre/Post Tests
6. Text Talk® Pre/Post Tests
7. Text Talk® Unit Tests
8. Any Other Tests/Probes

Composition Books – Please tear out tests and work samples, staple and include at the back of each child’s folder.

Educational Text Talk® – Neatly typed and stapled. Turn in to facilitator.

***Exhibit 4: Student
folder contents
(Rising-1st grade)***

Appendix B: Additional Resources for Facilitators and Teachers

Exhibit 5a: Tips for giving and receiving feedback

Giving Feedback Checklist for Facilitators

(Adapted from USPTO. (2010). How to build a mentoring program.)

Think of feedback as a teaching/counseling opportunity. Exhibit positive or neutral body language.

Do use:

- Good eye contact
- Interested/neutral facial expression
- Nodding of head to show understanding or agreement
- Calm tone of voice
- Even voice volume
- Sitting slightly forward
- Relaxed arm and hand placement

Do NOT use:

- Reduced eye contact, scowling, or narrowing of eyes
- Tense or aggressive posture
- Rocking, pen bouncing, hand wringing, or your specific version of nervousness/defensiveness
- Hands on hips or tightly clenched
- Arms tightly crossed across chest
- A blank expression

Tips:

- Use “I” statements. Give examples from your experience.
- Ensure feedback is specific.
- Give the other person an opportunity to ask questions or share his or her viewpoint.
- Listen – carefully not only to the words but to the feelings and body language of the speaker. Don’t become defensive.
- Allow time and privacy for feedback.
- Avoid and minimize distractions.
- Set aside an uninterrupted time for your feedback session.
- Do not say “but” or “however.”
- Avoid statements that describe someone instead of his or her actions
- Don’t interrupt when the other person is responding.

Help teachers plan for next steps. Ask questions such as:

- What is a step you can take to reach the desired outcome?
- What are some ways you can think of to resolve this challenge?
- What can I do to help you?

Appendix B: Additional Resources for Facilitators and Teachers

Receiving Feedback Checklist for Teachers

Think of feedback as a learning opportunity. Exhibit positive or neutral body language.

Do use:

- Good eye contact - no scary stares
- Interested/neutral facial expression
- Nodding of head to show understanding or agreement
- Calm tone of voice
- Even voice volume
- Sitting slightly forward
- Relaxed arm and hand placement

Do NOT use:

- Reduced eye contact, scowling, or narrowing of eyes
- Tense or aggressive posture
- Rocking, pen bouncing, hand wringing, or your specific version of nervousness/defensiveness
- Hands on hips or tightly clenched
- Arms tightly crossed across chest
- A blank expression

Tips:

- Do not interrupt when the other person is explaining.
- If you need more information, ask for clarification or specific examples.
- Paraphrase and repeat back to make sure you understood what was said.
- Keep doing this until you are clear on the feedback.
- Say things like, "What I understood you to mean was..."

Exhibit 5b: Tips for giving and receiving feedback

Appendix C: Additional Resources for Parent Liaison and Parents

The following exhibits are provided in this appendix.

1. Framework for Savannah ROGL parent engagement workshops
2. Parent engagement letter sample

Appendix C: Additional Resources for Parent Liaison and Parents

Exhibit 1: Framework for ROGL parent engagement workshops

Parent Engagement Framework

Objective:

To equip parents through explicit instruction and hands-on practice how to help their children develop a firm foundation of language and literacy skills that will prepare them for future academic success. The following components will be covered in the parent engagement workshops.

- Skills for reminiscing and storytelling
- Skill-building activities such as learning the alphabet, letter-sound correspondence, blending, segmenting sounds in words, and the key to learning high frequency words quickly
- Fluency-building activities modeled through choral, echo, partner and “read it like the character” strategies
- Vocabulary/Comprehension with Text Talk® books utilized during the ROGL Program

Materials:

The Annie E. Casey Foundation provided the materials needed in the ROGL program.

- Word Drum Frames (specially designed drums for phonemic awareness exercises)
- Text Talk® Books
- Door Prizes

Procedures/Date for Each Session

- **June 27th** - ROGL Summer Learning Camp “Set for Success” Orientation. We will begin with meeting the facilitators and teacher-researchers, setting high expectations, and building trust. We will make Text Talk® Word Drums with each family and explicitly place the vocabulary learned during our session on how to use reminiscing and storytelling to effectively build your child’s language acquisition. We will place vocabulary cards in our Word Drums. Each family **MUST** bring the Word Drum back each week to add more vocabulary. At the end of the four weeks, each family will be able to enter their cards in a drawing for a grand prize.
- **July 9th** - ROGL’s “Set for Success” - We will begin with storytelling and vocabulary work around our Text Talk® Word Drums adding newly learned words from Summer Camp this week. We will then explicitly teach the parents how to ensure skills in letter names, letter sounds, reading consonant-vowel-consonant (“cvc”) words with ease and the secret to reading high frequency words through modeling and hands-on practice. We will also set clear, concise expectations/goals for kindergarten through third grade students.
- **July 16th** - ROGL’s “Set for Success” - We will begin with storytelling and vocabulary work around our Text Talk® Word Drums, adding newly learned words from Summer Camp this week. We will then explicitly teach the parents how to build their children’s fluency through modeling the following strategies with samples of text from Text Talk®: Choral, echo, partner, whisper, and “read it like the character”. Once modeled, we

***Exhibit 1: Framework
for ROGL parent
engagement workshops***

will have the parents practice the strategies with their children.

- **July 23rd** - ROGL's "Set for Success" - We will begin with storytelling and vocabulary work around our Text Talk® Word Drums, adding newly learned words from Summer Camp this week. We will then review all vocabulary words taught throughout camp. Then, the parents and students will participate in a word sort around the characters that they came to love from our Text Talk® books and will summarize their favorite book with modeling by the facilitator. During this time, facilitators/teacher-researchers will pick up vocabulary cards from each family to enter for the Grand Prize Drawing.

Appendix C: Additional Resources for Parent Liaison and Parents

Exhibit 2: Parent engagement letter example



Dear Parents:

Thank you for sharing your child with us this summer at our Reading on Grade Level Camp here at Haven Elementary School. We are excited about all the possibilities that lie ahead of us to work together as a team for our children. We will be celebrating successes together every Thursday with a Family Engagement Night from 5:00-7:00 PM. Dinner will be served promptly at 5:00 PM with special entertainment during your meal on the following dates and at the designated locations:

- Thursday, July 5th at Haven Elementary School
- Thursday, July 12th at Haven Elementary School
- Thursday, July 19th at Haven Elementary School
- Thursday, July 26th at Haven Elementary School
- Thursday, August 2nd at Armstrong Atlantic State University

Please sign up every week so that we all will have an accurate head count and can order our meals accordingly. Again, thank you for sharing your precious children with us. We pledge to do our very best with them during this memorable time. Every child deserves an exemplary education!

Sincerely,
The Reading on Grade Level Summer program team

Cut off and return to your child's teacher!
Student Name _____
Parent Name _____
Number of Adults/Children Attending _____/_____

